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ABSTRACT

The TeleMedia Production facility at Golden West College (California) was created to provide non-broadcast video instructional programming. Because of cost considerations, the college chose to use a portable video system. The portable system requires only a small crew, can go on location almost anywhere, and includes an editing capability. Three types of programs are produced: (1) the video lesson; (2) the video series; and (3) the video field trip. The video lesson is a single program or series of programs which can stand alone. Two examples are "Interview for Success," a series of programs on interviewing for specific jobs, and "Physical Assessment of the Neonate," a program which has cut in half the time required for teaching routine material. An example of a video series is "Golden Keys Typing," a self-paced series used in place of lectures. The video field trip is a practical way to take an entire class on a field trip while avoiding the time and expense usually involved. Non-broadcast video programming has been successful in promoting interest and improving performance. This document also includes an account of the development and purpose of "Innovation Abstracts" written by the outgoing editor of the series. (DC)

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INNOVATION ABSTRACTS VOL. V NO. 35

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NON-BROADCAST INSTRUCTIONAL VIDEO PROGRAMMING

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NON-BROADCAST INSTRUCTIONAL VIDEO PROGRAMMING

Golden West College's TeleMedia Production facility was created to meet an emerging instructional need for *non-broadcast video programming*. While the college preferred to produce only programming of broadcast quality, the expense typically associated with developing a broadcast facility capable of providing such quality could have been prohibitive. Therefore, the college chose to use a portable video system, thus escaping the expense of a studio suitable for live programming--which would require both a large production area and a large support staff.

The portable or mini-cam system requires only a three- to five-person crew, capable of going on location almost anywhere and videotaping activities. This system comes complete with an editing function--a function especially appropriate for filming faculty (most of whom are amateur performers) because it is possible to do retakes and editing which contribute to a more professional product. Finally, the TeleMedia Productions' facility requires only a small staff: producer/director, technical director, video engineer, and office coordinator; a staff this size would be required to operate a single department in a large broadcast facility.

Three types of instructional video programs are produced: (1) the video lesson, (2) the video series, and (3) the video field trip. These productions should be distinguished from the telecourse which "is a *complete instructional system* that presents a *body of knowledge* through the use of sight, sound, color, movement, and print." These video lessons, series, and field trips are intended to be *supplemental* to the more traditional classroom approaches.

Two on-file examples of video lesson programming (single program or series of stand-alone programs) are *Interview for Success* and *Physical Assessment of the Neonate*. *Interview for Success* consists of nine individual programs. One program--a composite of the others--is general in nature and is of value to a wide range of job applicants. The other eight address specific job areas and were developed by an instructor and the video production crew through on-site interviews of numerous corporate officials with hiring responsibilities. The lessons review key questions commonly asked during job interviews and provide suggestions for answering them. *Interview for Success* won the Best of West Award, presented by the Western Educational Society for Telecommunications for the best instructional series for postsecondary education and was nominated for a 1982 Emmy Award by the Academy of Television Arts and Sciences in the category of Best Instructional Series.

Physical Assessment of the Neonate demonstrates the physical examination of the newborn with emphasis on proper handling of the infant, equipment use, and data collection procedures. Viewed by nursing students prior to performing actual physical examinations of newborns in a hospital setting, *this program has cut in half the time required for teaching routine/repetitious material*, freeing the instructor to spend more time with students in the real-life hospital situation.

An on-file example of a video series is *Golden Keys Typing*, a second-generation production of video tapes for teaching typing in an open-entry/open-exit format which provides self-paced, individualized, competency-based learning. While these videotape programs are used in place of lectures, there is built-in student/instructor contact on a regular basis--a program feature responsible for its classroom success.

The video field trip is an on-location filming/taping of an event, individual, or place. On-file video field trips include visits with resident artists in their studios. A field trip is a practical way to take entire classes to places and events while avoiding the problems associated with expense, distance, and timing. As well, the information is available for use in future classes, for use in a media center, and so forth.

Non-broadcast video programming is successful at Golden West College. One reason for this success is that faculty became involved with video programming through a gradual and organized process. Another is that institutional support is provided through the Office of Educational Development and the office of TeleMedia Productions in the forms of release-time, funds (Coast Community College District has a system of awarding Faculty Fellowships for ideas that promote innovative teaching-learning methods), and facilities to carry out faculty projects. The final word about that success lies in the classroom. The consensus--among those instructors who use

these video programs regularly--is that they are highly successful in promoting student interest and, consequently, in improving student performance!

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For further information contact the author.

SHOWCASING EXEMPLARY PRACTICE IN THE COMMUNITY COLLEGE

Exemplary practice in teaching might be defined as what teachers do that is excellent. Sometimes such practice is put into print and shared. Perhaps more often, it is not. Busy teaching professionals are not always certain about what should be shared or how to go about sharing their work with others. We at The National Institute for Staff and Organizational Development have been working to refine our approach to showcasing exemplary practice in the community college for the last five years. During that time we have worked to develop answers to some fairly elusive questions:

1. What is exemplary practice in the community college?

2. How do you tell about it in such a way that another person can visualize it and see the potential for applying it in another setting?

The community college professionals with whom we work are looking for answers to often solution-resistant problems. Their creative, excellent practices are a treasure because they *work*. They help solve the very real, fairly universal problems in teaching in the community college which many of us need to solve. For all of us to improve our effectiveness, these exemplary practices need to be identified and the pioneering faculty who have developed them appropriately valued and rewarded. This was the deep conviction that led to the development of *Innovation Abstracts*.

Identifying exemplary practice is made difficult by the varying conceptions people have of excellence, the imprecise descriptions people generally give of their teaching practices, and the difficulty in finding community college innovations.

We have found it fairly difficult to locate community college innovators. With considerably less pressure to publish than their university counterparts and fewer travel dollars to present at national conferences, it is hard to find the many creative approaches now being developed and tested in community colleges. It has also been our experience that most innovators tend to implement rather than disseminate; they are too busy doing their thing to tell about it.

We still find it difficult to tap all the incredible energy and potential we know exists in community colleges. The problems that community college educators now face are increasing, and our need for information about practices which can help solve them has never been greater. So we continue to seek out the individuals whose work we hope to celebrate and to develop new ways to tell their story to community college faculty.

Over the past five years, this has been my dream in editing the *Innovation Abstracts*--to share ideas and practices which would improve the teaching effectiveness of community college professionals. I began my professional career as a teacher and a staff developer at Miami-Dade Community College. For the past 5-1/2 years, I've worked with community colleges to provide professional development and to disseminate innovations. Now, I am training people to be community college faculty and to be professional development practitioners. I am hopeful that the *good practices* I have studied and shared through these pages have been useful for you and that they will form a sound base for training your future colleagues.

With this issue, editorship of *Innovation Abstracts* passes to Suanne Roueche, whose past work on the publication has contributed significantly to its timeliness and sophistication.

Karen Watkins, Acting Director
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Suanne D. Roueche, Editor
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